

THE
Connecticut Common School Journal
AND
ANNALS OF EDUCATION.

EDITED BY RESIDENT EDITOR.

VOL. VIII.

HARTFORD, MARCH, 1861.

No. 3.

THE TEACHER.

IN a speech on the elevation of Wellington, a mere military chief-tain, to the premiership, after the death of Canning, Lord Brougham said, "Field-marshal the Duke of Wellington may take the army, he may take the navy, he may take the mitre. I make him a present of them all. Let him come on with his whole force, sword in hand, against the constitution, and the English people will not only beat him back, but laugh at his assaults. In other times the country may have heard with dismay that 'the soldier was abroad.' It is not so now. Let the soldier be abroad, if he will; he can do nothing in this age. There is another personage abroad, a person less imposing in the eyes of some, perhaps, insignificant. *The Schoolmaster is abroad*; and I trust to him, armed with his primer, against the soldier in full military array."

The power and influence of the teacher is truly immense, and if all who engaged in the work of instruction, did so with a just appreciation of their duties and with an earnest and persistent determination to do their utmost, for their own improvement and for the true advancement of their profession, the time would soon come when the sentiment of the above quotation would be universally acknowledged and felt. But as yet the full power of the teacher has not been exerted. The profession has been entered by many who had

no suitable characteristics, and though there are, and always have been, noble cases of proper preparation, earnest fidelity, and judicious effort, it is to be admitted, no less than lamented, that the majority of those who engage in the work of teaching do so without any true love for the business, and without any proper qualification, and with no fixed plans for continuing in it. Year after year they "keep school" but in no true sense can they be called teachers. They never take the first step towards their own advancement or the elevation of their assumed profession. From a careful and long continued observation we are constrained to believe that, as a class, teachers have not yet begun to exert the influence which it is their prerogative to exert. A few might always be found who were ready to labor "in season and out of season" for the good of their profession, while the great mass have been content to do as little as possible either for personal or professional improvement.

We have often heard teachers complain that they were not duly respected or suitably compensated, but it is our honest opinion, formed from varied observation, that both in the matter of consideration and remuneration, they generally receive all they deserve. There may be instances in which a true and earnest teacher may, temporarily, fail to receive merited attention and reward. This may be owing to the infidelity or imprudence of some one whom he succeeds, and for whose short comings he may indirectly suffer for a season. We believe that no man more richly deserves the respect and support of the community than the true teacher, and if any one in the profession feels that he does not receive such respect and support, he should ask himself whether he has done what he ought to merit the same.

In these remarks, however, we have more particular reference to male teachers. We have long felt that many of our female teachers were accomplishing a noble mission without receiving merited consideration or suitable reward. With excellent qualifications they labor earnestly and faithfully and often receive the most niggardly compensation. Especially is this true in reference to many who are employed in

our primary schools. Engaged in the most important part of the educational work, they often receive but little more than is sufficient to provide themselves with the most economical board and clothing. However much they may feel interested in their work and how anxious soever they may be better to qualify themselves by the purchase of books, and in other ways, a stern necessity compels them to forego all such helps. We can see no good reason for the great disparity between the wages of male and female teachers. The only apology we can find for the want of consideration and compensation rendered this class of teachers, is in the fact that most of them are regarded as merely temporary laborers, ever liable to be taken into some other department. While this may be some reason for their not receiving the highest compensation, it is no sufficient reason for their being employed, as they often are, at less than one-half the rates paid to male teachers. If the work performed is of as high order and as well performed, we see not why they should not receive pay equal to that given to male teachers in like situations,—especially if they continue at the work for successive years. We certainly hope that the worthy sisterhood will be more properly appreciated,—we mean those who engage in the work *con amore*, and who work wisely and well,—while they who teach for some secondary purpose or simply for the purpose of gaining wherewith to decorate their persons, and with no higher aspirations and with no desire for mental growth and cultivation, usually receive more than they are worth.

But to the professional teacher,—the male teacher, we say, you will sooner or later receive what you prove yourself to be worth. Be active, be faithful, be studious, be patient, ever aiming to elevate yourself and honor your chosen profession and be assured you will be wanted and rewarded. Let patience have its work and you will in due time be called to a higher post of usefulness and emolument. But do not expect either high position or large award until you have, by your application and well directed labors, given evidence that you are a workman of no mean attainments or skill.

HEARING LESSONS NOT TEACHING.

MORE TRUTH THAN FICTION.—One of our exchanges says: "The system of merely *hearing* lessons, which have been learned at home, recited in public schools, is a cunning fraud of the teachers, falsely so called. These teachers teach nothing. They sit magisterially enthroned in their school chairs to decide daily, whether the parents have done their—the teachers'—work at home, and to punish or reward the scholars for the parent's ability or ignorance. When we pay taxes for our public schools, or enormous fees for our private ones, we want tutors, not magistrates for our money, we want the men and women employed in schools to do something more than sit up in state and ask questions—we want them to teach our children something they did not know, and not send them home to be taught, that they, the teachers, may diurnally go through the farce of hearing them recite what parents have taught them, and they knew already."

The above may all be true, and yet there is quite as much danger of teachers doing too much as too little. Some teachers talk so much,—explain so much, that they actually become thought-killers. They do the reciting themselves, while their pupils look on with pleased wonder, or apathetic indifference. These talkers are our most popular teachers, because the most showy. In the presence of visitors, they are learned, eloquent, profound, impressing superficial observers with the notion that they have witnessed something decidedly uncommon. On the other hand, he who sits quietly by, allowing his pupils to do their own recitations, is apt to be voted slow,—and grave doubts are even entertained of his ability to teach in the branches upon which he professes to give instruction.

Our own experience has been, that where we found one talking too little, we have found five talking too much. The teacher is continually tempted by a desire to get on with the recitation, or from good nature, to help the hesitating pupil over the *sticking* points, by a word thrown in, or a side question, or by an ejaculation. By such aid a scholar,

in no way prepared in his lesson, may be made to appear to go through a pretty respectable recitation, and at the same time having learned nothing by it, that is worth knowing, or that he can remember for a single day. With such teachers, pupils never have their mental muscle developed. They never experience the pleasurable feeling arising from having had a grand wrestling with a tough problem and flooring it.

When a pupil has a well-prepared lesson, it is one of the greatest pleasures of his school life, to have an opportunity to recite it; and nothing can be a greater bore to him, than to be obliged to stand by, while his teacher shows off, or dilates in explanation of a point already perfectly understood.

In general, we look upon it as a favorable sign when we hear pupils complain of their teacher, "he won't explain." We conclude that he is a man of firmness, and intends that they shall do their own work. We do not mean to intimate that no explanation should be given;—teachers will find it necessary in almost every lesson; but we protest against that lecturing system that is becoming so fashionable, and is so much lauded, by which it is expected children shall become educated with scarcely any active effort on their part,—being merely the passive vessels into which the multifarious contents of the teacher's knowledge-box is poured.

Judicious explanation and illustration, given in few words, and directly to the point, is a different affair, from that *cacoethes loquendi* that is so prevalent in our profession, and which has such charms for doting parents and lazy scholars.

Journal of Progress.

BY PRECEPT AND EXAMPLE TOO.

"It's nobody's business *where* or *how* a teacher spends his time out of school." So remarked a member of a school committee, in my hearing, not long since.

Many teachers evidently think likewise, if their doings out of school are any criterion by which we may judge.

It is not enough that the teacher be faithful in imparting

instructions during the regular school hours ; nor is it sufficient that he exhort his pupils in season and out of season, to avoid bad habits, or that he "preach" to them concerning the importance of good manners. A loose example, or an instance of moral obliquity on his part, will render much sage counsel of little effect for good. However just the maxim—"The wise man considers the *advice*, not the *source* of it," we are not apt to do so ; neither are children.

With what consistency can a teacher charge his pupils to refrain from those vices in which *he* habitually indulges ? Some years ago, I knew a gentleman who had an impediment in his speech. At length his little son, either from sympathy or by imitation, began to stammer also. The father expostulated in vain, and, as a last resort, he had recourse to the birch.

After applying it awhile vigorously, he paused for breath, when Billy looked up reproachfully—"Fif—fif—father, I say it's too bub—bub—bad to l—lick *me* for *what* you did—do *yourself*."

Some doubtless look upon manners and morals as being of minor importance ; still, many whose opinions are entitled to respect, do not deem a teacher who whistles "Jordan am a hard road to trabbel," through the streets on Sunday, a proper instructor for their children. "You apparently enjoy the privileges of a good school," I remarked to a parent. "Y—e—s sir, I suppose the scholars are doing well enough in their *studies* ; but before Lucy went to school she used to say 'Please ma'am,' 'Yes sir,' and 'No sir,' but now it's nothing but '*what*,' '*yes*,' and '*no*.'"

It is in vain that teachers close their eyes to their own inconsistencies, and flatter themselves that *others* do not see them. Children will observe, and they readily draw inferences from what they see. As an apt illustration of this point, I select the following :

"I met," says a gentleman, "one of our scholars—a ragged little fellow, with a pipe in his mouth, smoking. I stopped, and began to talk to him about the filthy and foolish habit he was getting into. He instantly turned upon me and said :"

"Why, some of the teachers smoke!"

"I should think not," I answered. "What makes you think they do?"

"Because I seed one of 'em"—at the same time describing him—"one day, go into a cigar store an' buy a cigar."

"But very likely you were mistaken; for the other day I myself was in a public house on business, and when I came out there stood a little way off two of our boys who, if they saw me, would perhaps think I had been drinking, but I had not; and I had a great mind to go and tell them so, for fear they might get a bad example from me."

"O! no, I was n't mistaken," answered the boy, with an arch and confident look, "for I stood an' watched 'im, and seed him come out with it lighted, in his mouth; and I think he seed me too, for he turned his head t'other way, and looked kind o' shyish like."—*N. Y. Teacher.*

For the Common School Journal.

SOWING IN TEARS.

The day was fading. In the western sky
Were floating lustrous clouds. A summer breeze
Was toying with the flowers, that all day long
Had sent their fragrance forth upon its wings.
The broad, green branches of the forest-trees,
Whispered their evening hymn of praise to God.
Far to the east, the sombre shades of night
Were stealing upward from their resting-place,
Veiling the distant hills with mystic charms.
The wondrous hues that lingered in the west,
Blended in beauty with the darker tints
That hovered in the zenith.

Such an hour,
When the loud clamor of the busy world,
And the jar of contending elements,
Come not to the tired ear or weary soul,
Is consecrate to holy thoughts and prayer.
The burdened heart may pour its griefs and woes,

Its penitence, and earnest pleas for aid,
 Into the Saviour's gracious, listening ear,
 And He will give it strength. Oh, blessed truth!—
 That we who toil along life's thorny way,
 Can feel "Our Father's" love, *our Father's smile.*

A teacher sat within her room. A shade
 Of sadness rested on her brow. Her thoughts
 Were busy with the Past. She wept as she
 Remembered how often all her efforts
 Were seemingly in vain, and how the seed
 Which she had sown with prayer within young hearts,
 And watered with her tears, had borne no fruit.
 The field which she had tilled with so much care,
 Seemed very barren yet. No golden sheaves
 Made glad her heart. The minds which she had strove
 To fill with noble thoughts and high resolves,
 Seemed still unchanged. She felt that she had tried
 To toil with zeal, and hope, and faith in God,—
 To train aright the tender mind of youth,
 And guide the infant feet in holy paths.
 But all seemed dark. If she had toiled aright,
 Where were the tokens of her faithfulness?

Her heart grew very sad, and bitter thoughts
 Came thronging up, as she reviewed the past,
 And found no harvests there. With chastened mien
 She breathed an earnest prayer to God for help,—
 For faith, for holy zeal and glowing love,—
 And as she prayed, light broke upon her soul,
 And all was peace.

She read those wondrous words,
 That God hath spoken to mankind, and felt
 Their power;—how He hath promised to all those
 Who sow good seed, and water with their tears,
 That they shall doubtless come, laden with sheaves,
 "*Rejoicing with exceeding joy.*"

And then
 She thought of other precious promises
 To those who toil with faith, and hope, and love,—
 That "in due season they shall reap rewards,
 If they faint not."

And thus her thoughts went up
To that beauteous resting-place above,
Whose wondrous glories, eye hath never seen,
Nor ear hath ever heard,—whose golden streets,
And gates of pearl shine with no borrowed light.
And her soul longed to join the white-robed throng,
Who gather around the crystal river
And strike anew their quivering harps of gold,
Till Heaven reëchoes with angelic notes.

The roseate hues have faded from the west,
The gilded clouds no longer float along,
And gorgeous twilight turns to sombre night,
But in that teacher's heart, a brighter light
Has dawned,—a holier zeal, a faith
That leads it to rely on God's own words,
Which bid us toil, but NEVER FAINT.

WESTFORD, Conn., Feb. 2d, 1861.

S. J. W.

TEACH CHILDREN TO HELP THEMSELVES. The thoughtless mother who hourly yields to the requests—"Mamma, tie my pinafore," "Mamma, button my shoe," and the like, can not be persuaded that each of these concessions is detrimental; but the wiser spectator sees that if this policy be long pursued and be extended to other things, it will end in hopeless dependence.

The teacher of the old school who showed his pupil the way out of every difficulty, did not perceive that he was generating an attitude of mind greatly militating against success in life. Taught by Pestalozzi, however, the modern instructor induces his pupil to solve the difficulties himself, and believes, in so doing, he is preparing him to meet the difficulties which, when he goes into the world there will be no one to help him through, and finds confirmation for his belief in the fact that a great proportion of the most successful men are self-made.—*Herbert Spenser.*

SCHOOL ANECDOTES. The worthy gentleman who rules the rising generation of boys in a certain town in Tennessee, had occasion recently to correct a little fellow named Johnny. Now, Johnny got into a fit of what is called "sulks," because he was whipped, and in order to convince him that he was justly and necessarily punished his teacher had recourse to the following argument. "Well, Johnny, suppose you were riding a big horse to water, and had a keen switch in your hand, and all at once the horse were to stop and refuse to go any further, what would you do?" Johnny stifled his sobs for a moment, and looking up through his tears, replied, "I'd cluck to him, sir." "But, Johnny suppose he wouldn't go for your clucking, what would you do then?" "I'd get down and lead him, sir." "And what if he were obstinate and would not let you lead him?" "Why, I'd take off his bridle and turn him loose, and walk home, sir." "You may go and take your seat, Johnny." Johnny could not be made to see the necessity for using the switch.

ANOTHER very good school anecdote is given by the Boston Journal. It seems that a sub-committee of a School Board, not a thousand miles from the city of Lynn, were examining a class in a primary school. One of the committee undertook to sharpen up their wits by propounding the following question:

If I had a mince pie, and should give two-twelfths to John, two twelfths to Isaac, two-twelfths to Harry, and should keep half the pie for myself, what would there be left?"

There was a profound study among the scholars, but finally one held up his hand as a signal that he was ready to answer.

"Well, sir, what would there be left? Speak up so loud that I can hear," said the committee man.

"The plate!" shouted the hopeful fellow. The committee man turned red in the face, while the other members roared aloud. That boy was asked no more questions.

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MANNER OF SPEAKING IN RECITATIONS.

BY ROBERT ALLYN.

IN the practical work of the school-room, do not teachers place too high an estimate on the lessons given to be learned, and too low an estimate on the manner of reciting those lessons? In other words, do they not allow their pupils to mispronounce words, to violate the simplest canons of grammar, to slur over whole syllables in words, and clauses in sentences, and, finally, to speak in low, indistinct, confused and jumbling tones, as slovenly and unscholarly a practice and habit as a human being can fall into?

Consider. Is it not one of the grand distinctions between a human being and a brute, that the first can make articulate sounds, while the latter can not? A bird can articulate, though commonly only musical notes, and these in a range of combination far from infinite. A few birds can articulate words to a very limited extent, but even without a comprehension of their meaning. But human beings can articulate; and the fact forms the basis of one of the most excellent and appropriate of all the Homeric epithets—"articulately-speaking men." It is therefore a man's business to *articulate*, or *bring forth the joints of words*, (*articulum latum*.) And if the old Spartan common sense king is still to be our adviser, boys should learn how to do this process of articulation. But are not our recitations too often places where they learn the exact opposite, "how not to do it?" Out upon this miserable practice of slurring over the words of a lesson, and allowing pupils to recite so brutally! Let them bring out every word clearly and decidedly, not only so a teacher while looking on his book can guess what they are saying, but so that a person sitting at the farther side of the room could not misunderstand them,—in short, so that he would be obliged to hear and know what the whole subject recited is, even if he was more than half inclined to sleep.

This is a point which ought to be emphasized in all our school works, and that for many and excellent reasons.

1. Clear speech is a great auxiliary to clearness in idea. Let a boy speak indistinctly, and you may be certain that he will soon fall into the practice of thinking even more indistinctly and confusedly. Let a word ring out sharply and forcibly on the ear, and it makes a strong, sharp and impressive image on the mind of the hearer. So let the organs be compelled, by a strong and decided act of the will, to make a sharply defined, ringing, articulately uttered sound in the shape of a word, and the man who makes such a sound will, by the force of his own nature, be obliged to think accurately beforehand. And what can better prepare him to "think with accuracy and order," than thus to learn to speak with accuracy and order? I do not now mean, to place words in their proper logical and grammatical order. I only allude to the proper sound of each letter of every word, and I affirm that the proper and distinct utterance of each of these letters, with due weight and sound, or if you please, the preparation of the mind and will which must necessarily precede the action of the organs of speech by which this utterance is made, does contribute largely both to clearness of conception and to accuracy and duration of memory. To take an example: Let us suppose a child to be reciting in geography. The teacher asks him "to bound Ohio," with the map before him; or at another time without the map. The child looks on the map hastily and begins, in words and sounds that are not at all caricatured by the following: "B'nd' North b' Lakeri, Eas' b' P'nsylvania an' Vi'giny, Sou' by K'ntucky an' Wes' b' Indiany." (To make this a perfectly true representation, the letters ought to be run into words as follows, viz: bnddonthenorblakeri, Easbpensylvanyanviginy, Soubykentuckyanwesbyindiany.) Now, is it possible to obtain any clear idea whatever from hearing such a jumble of confused and confusing letters? And is it not even worse for the one who makes the jumble habitually and stupidly? Can he ever know what he is about? And is there a worse practice—even if it does not harden into a habit—than this ras-

cally, lazy way of running all words and syllables and letters into one dull, cold mass of indistinguishable literary mud?

Fellow teachers! do insist that your scholars shall speak articulately. In the case before named, do compel them to give to each word and letter its due force. Let them say—beginning at the beginning of the answer—"Ohio is bounded on the North by Lake Erie," &c., &c. And when they are able to say all this, must they not understand it better than if they had merely mumbled something with a sputter and a hiss, with a grunt and a hiccough.

2. But clear and definite ideas—important as they are—do not form the whole of the advantage to be expected from this habit of clear enunciation or articulation. It will train the organs to the habit of doing every sound well, and will tend therefore to introduce into all other work done the same orderly and excellent habits. The habit of doing one thing well can not fail to make its impress on the whole character, and on the habit of doing every other thing. And the very form and manner of our speaking must, inasmuch as it connects itself with everything we do in public, and with almost of all we think in private, have a still greater influence on everything else.

3. Then what an elegant accomplishment is it to speak well; Mr. Everett—perhaps the best speaker of the English language both in public and private—once said if his daughter could have but one of two things, a habit of correct reading, or grace in playing the pianoforte, he would much prefer that she should speak and read correctly and gracefully the English language, than to have her an accomplished singer and performer on the pianoforte. And he certainly did not over-estimate the accomplishment of which this article treats. But one can never learn to speak well, that is to pronounce the letters properly, with distinctness and grace, in the national and not in a provincial manner, and to give due emphasis and force to every word and idea, unless he does this, not occasionally merely, but always and everywhere. He must speak carefully in his conversation in the family, on the street, in the social circle, and especially in the recitation

room. And if the teacher permits his scholar to go over his recitations in a careless manner, as to the mere sounds of letters and tones of voice, he is doing a great injury, first to the scholarly habits, and second, and even worse, though indirectly, to his moral and social character and habits.

Let every teacher, therefore, who would do his whole duty, and who would have that whole duty become both larger and easier every day, give much of his attention to this matter of correct and distinct, clear and forcible utterance; let him insist that each pupil shall make every word and letter a living voice, like the song of the blue-bird in spring, and not confused and unintelligible murmurs, like the rush of water after a winter torrent. And let him not forget that this accuracy and distinctness is not a beauty merely: it is a necessity as well as a grace, and is really the finishing polish of all noble scholarship.

It must however be carefully distinguished from a kind of pedantic and measured formality in speech, that seems to measure off letters and words and sentences by the yard, and count the yards as a dry-goods clerk measures off calico. Nothing is more ludicrous, and often disgusting, than the formality of the mere scholar, who must at all times and on all subjects, speak as if he had been brought up on the long words and sonorous sentences of Dr. Johnson, and could not talk in any other way than on stilts. Such an one was the Professor in an eastern college, who once fell overboard from a boat, and exclaimed as he rose: "Will—not—some—individual—person—have—the—condescension—to—extend—to—me—a—rope." Now, I do not mean anything of this sort. I only mean that we teachers ought to compel our pupils to speak with an accuracy and a grace, that shall seem natural, and at the same time that shall be forcible and convey every idea and sound clearly, and without pedantry. This must be attended to in the recitation room and in the play ground, at school and at home. And if we can make our scholars accurate in the language they employ, we shall have done much to make them both polite and honest—two things not inconsistent, but almost mutually dependent and inseparable.

THE TEACHINGS OF ARITHMETIC. When the pupil does not understand the question or proposition, he should be allowed to reason upon it in his own way, and agreeably to his own associations. Whether his way is the best or not, on the whole, it is the best way for him at first, and he ought by no means to be interrupted in it, or forced out of it. The judicious teacher will leave him to manage it entirely by himself, and in his own way, if he can. Or, if he meets with a little difficulty, but is still in a way that will lead to a proper result, he will apply his aid so as to keep him in his own way. When the scholar has been through the process in his own way, he should be made to explain how he has done it; and if he has not proceeded in the best way, he should be led by degrees into the best way.

Many teachers seem not to know that there is more than one way to do a thing or think of a thing; and if they find a scholar pursuing a method different from their own or that of the text-book, they suppose of course he must be wrong, and they check him at once, and endeavor to force him into their way, whether he understands it or not. If such teachers would have patience to listen to their scholars, and examine their operations, they would frequently discover very good ways that have never occurred to them before. Nothing is more discouraging to scholars, than to interrupt them, when they are proceeding by a method which they know to be right; and to endeavor to force them into one which they do not understand, and which is not agreeable to their ways of thinking. And nothing gives scholars so much confidence in their own powers, and stimulates them so much to use their own efforts, as to allow them to pursue their own methods, and to encourage them in them.

Warren Colburn.

PARENTAL TEACHING. If parents and teachers would not trust a child upon the back of a wild horse without saddle or bridle, let them not permit him to go forth unskilled in self-government. If a child is passionate, teach him by gentle means to curb his temper. If he is greedy, cultivate liberal-

ity in him. If he is selfish, promote generosity in him. If he is sulky, charm him out of it, by frankness and good humor. If he is indolent, accustom him to exertion, and train him so as to perform even onerous duties with alacrity. If pride comes in to make his obedience reluctant, subdue him by counsel or discipline. In short, give your children the habit of overcoming their besetting sin. Let them acquire from experience their confidence in themselves which gives security to the practiced horsemen, even on the back of a high-strung steed, and they will triumph over the difficulties and dangers that beset them in the path of life.—*Selected.*

PRIMARY INSTRUCTION.

IF the system of free schools is to succeed, the public mind must be directed, more earnestly than ever before, to the subject of primary instruction. Misapprehension of the nature and importance of right elementary teaching, has been as general as it has been unaccountable and disastrous. Where thousands have been lavished upon the superstructure of the educational edifice, hundreds have been grudgingly bestowed upon the foundation;—while no grace or beauty has been spared for the embellishment of the former, the rudest materials and workmanship have been deemed sufficient for the latter. The effect of this, upon the scholarship of the country, present and future, needs no comment. It is one of the most hopeful indications of the times, that the attention of many of the best minds in the country is being drawn into this field of inquiry.

The fundamental error lies in ignorance, or false views of the laws of mental growth and development. The *senses* are the pioneers of all knowledge. The dawn and activity of the perceptive powers, are always antecedent to those of the reflective. The eye, is the child's first teacher—the ear, its next. And for several years, the chief work of education is to cultivate these organs. The child, in its first gaze upon

the strange new world into which it has entered, meets an "object lesson"—and long before the tongue has learned to lisp the simplest forms of speech, the eye has traced the outlines of a thousand objects, and revels in the beauty of their ever-varying forms and colors. The first accents of love that fall upon the ear, reveal another source of exquisite enjoyment, thrilling the little spirit with perennial delight, long before it can utter an articulate sound, or distinguish the first note of the gamut. The other senses lend their aid in leading the mind to an acquaintance with the external world, and assist to inaugurate the incipient process of education—but the eye and ear are the royal avenues to the brain—through them, more than all other agencies, the first treasures of knowledge are garnered up, and the intellect is launched upon its career of eternal progress.

To the child all things are new and strange. An insatiable curiosity impels him from morning till night, to push his discoveries amid the mysteries of the outer world. He has a thirst for knowledge which nothing can quench. He flies from object to object with tireless ardor, examining the structure and properties of each, and tasking the skill and patience of his friends with a thousand questions. He tears the rose in pieces, or dashes a toy to atoms, not because he is "naughty," but because he cannot rest till he *knows* more about it—till he "sees what is inside." He ceases to do these things when he is older, not because he is a *better* boy, but a wiser one—his curiosity is satisfied. He soon learns the names, properties, and uses of all there is in the house, and longs to be "out of doors." He loves nature with enthusiasm—her protean forms and ever unfolding beauties are correlated to the cravings of his own spirit—she calls him, and he flies to her embrace. His whole being is in close sympathy with the outward, the material. He observes and remembers; the time for ratiocination has not yet come.

These are the universal characteristics of healthy, well-endowed childhood—the fundamental postulates, the axiomatic truths, in accordance with which the early training of children should be conducted. We must *avail* ourselves of

these well known facts and self-evident principles. Instead of trying to make philosophers of children, which is impossible, we should seek to make accurate observers of them, which is possible, and the foundation of all true philosophy. Instead of trying to force them to a knowledge of the intellectual world, through books and dissertations and brain-work, we should lead them forth into the magnificence of the material world, through the senses. Instead of bidding them open their minds to receive the wisdom of man through the dry dogmas of abstract science, we should simply bid them open their eyes and ears, and let the wisdom of God flow in through the omnipresent beauty of the grass-clad earth and glory-tinted skies. Instead of bending the mind and soul and body of the child to a preconceived theory of education, only to accomplish a result more sad than ignorance itself—we should simply follow the path indicated by the finger of God as the immutable course of all mental development.

OBJECT LESSONS.

Many of the boasted discoveries of the age, in the science of teaching, are mere changes, not improvements. Many who talk loudly of progress, are only marking time; stirring, not advancing. But the methods of primary instruction recently introduced into this country from Germany, and extensively adopted in our best schools, are not of this character. They are changes from the false to the true, and worthy of all that has been said in their favor, and a great deal more. I refer to the recognition of the principles which have just been briefly sketched—that it is the facts and objects of the outer or material world, with which we must first deal, and that the formation of habits of close and accurate observation, is the great work of the elementary teacher. “Object lessons,” as they are termed, form an important part of this improved method of primary teaching. Some familiar thing, as a book or watch, is selected by the teacher as the subject of the lesson. Attention is called to its several parts, with their names, the materials of which it

is composed, with their sources and the place and manner in which it is made. Its various uses, etc., are also explained. A great variety of questions relating to the object are asked by the teacher and children, and many points are suggested to the latter, upon which they are to seek further information from their parents or older brothers and sisters. The important point to be noticed here is, that the article is present; its form, color and parts are seen as they are described. The knowledge acquired by the children, is, therefore, concrete, not abstract. The number of different things, which can thus be brought to contribute to the purposes of instruction, is unlimited, and the children will take great delight in bringing their offerings, since even the dullest finds he can take part in this exercise and add to the interest of the class. Natural objects may be used in a similar manner, a simple leaf, or flower, or pebble, affording ample scope and interest for many lessons.

Thus a spirit of inquiry and a healthy desire for useful information are awakened—the amount of valuable information communicated in this manner is very great. It is positive knowledge, not mere words representing knowledge. A thousand facts are thus secured to the mind, which, though learned repeatedly from books, would, almost inevitably, be quickly and hopelessly forgotten. So wide is the difference between passive reception and eager grasping. Children, six years of age, who have been taught by this process, often exhibit an acquaintance with the familiar objects of common life not possessed by persons of maturer years and far greater pretensions to scholarship.

But the mere information gained, valuable as it is, is the least benefit accruing from this method of instruction. The attention of the child is arrested, his mind is interested, his mental faculties are quickened into vigorous yet normal activity—the impressions received are vivid and enduring. Instead of the listlessness and stupefaction produced by the dreary, monotonous repetition, all day long, of A, B, C, the eye is bright, the face radiant with pleasure, the movements elastic, and the whole being instinct with life. The child is

thoroughly awake because the teaching is natural, sensible and philosophical.

The power and habit of accurate observation, of nice discrimination and correct judgment, are among the best fruits of teaching by object lessons. Every one must have observed the astonishing difference in the ability of different persons in these respects. There are thousands who, having eyes see not, and having ears hear not. They walk amid the clustering glories of the earth or beneath the star-jeweled draperies of the heavens, but perceive them not. The cadence and swell of music, the eternal anthem of the solemn sea, the silvery minstrelsy of birds, roll and die upon the echoing air in vain; they only hear a noise! In the domain of trees and flowers, so full of the poetry of form and motion, so exquisite with the touch and tracery of the finger of God, their enthusiasm is epitomized in the words of the poet:

"A primrose by the river's brim,
A yellow primrose was to him,
And it was nothing more."

They look upon the most gorgeous sunset and only know that there are clouds in the west from which, perchance, they predict rain on the morrow! The ingenuity of the mechanic, the taste and skill of the architect, the artist, the landscape gardener, and the florist, are lost upon them. They may travel round the globe and they will be but little the wiser, while the keen vision and responsive ear of others find fitness, joy and beauty everywhere. Now, to a great extent, this loss of untold profit and pleasure to one class and gain to the other, is due to the fact that the former do not know how to see and hear, the latter do. In the one case the eye and ear have not been cultivated, the habit of close observation has not been formed. So the vague sense of beauty which seems to be innate to childhood, has been buried beneath the rubbish of life, the faculties of observation and discrimination have become rusty through disuse. In the other case, the law of growth by use, has been illustrated,

every sense and faculty is kept fresh and keen, and has gathered power from year to year.

What can act upon the discriminating faculty, so like a whetstone upon steel, as the daily process of analyzing, comparing, separating and uniting different things and parts of things by means of object lessons? Not a peculiarity of shape or contour, not a principle of combination, adjustment or grouping, not a shade of variation in color or tint, but is observed and noted. The importance of an early development of this habit of careful and minute observation; the extent to which it may be carried, in all cases, by proper training in early childhood; the impossibility of accomplishing it if neglected in youth; the manifold pleasures and benefits to be derived all through life from its exercise—these are arguments in favor of object lessons in primary schools, the force of which seems to me irresistible.

An incidental advantage attending the use of object lessons is the opportunity which it gives for discovering the peculiar aptitudes of different pupils. A taste for the natural sciences, for drawing, coloring, mechanics, etc., may be brought to light, and receive an impulse the results of which are brilliant and lasting. Moreover, many will be led to appreciate the value of certain kinds of knowledge which would otherwise seem unattractive and little worth.

But it may be objected that children are sent to primary schools to learn their A, B, C's, not to spend their time upon object lessons. The reply is, that not only is all the information and all the discipline of the senses acquired in that way, *clear gain*, but the alphabet and all the rudiments of books taught by the old method, can be and are mastered in much less time, and with vastly more pleasure and ease, than when the latter are the exclusive studies of the primary schools. The reason is obvious. The mind is relieved, refreshed, by the interest and pleasure excited by the object lessons, and returns to the alphabet or the book, with tenfold zest and spirit, and will accomplish in five minutes more than it would have done in half an hour without the relaxation, and far more thoroughly. The idea of expecting children who can-

not read, or who do not even know their letters, to *study*, is simply absurd. They do not know how to study—they have no command of the necessary means and agencies. We might as well place all the tools of a carpenter before an apprentice who has just entered the shop to learn his trade, and tell him to go to work, as to place a book with the twenty-six letters of the alphabet, in the hands of a child, and tell him to keep still and study. It is absurd. How can he study? what will he study? how will he go about it? He may be compelled to sit still and keep his eyes upon his book, but he might just as well have his feet in the stocks and his eyes upon the moon. He could study just as well by shutting his book and looking upon the cover, and with much less damage to his eyes and—to his book. And as to requiring the child to keep perfectly still, while he has nothing to do, it is difficult to avoid the use of strong language against such folly and cruelty. All that the little martyr can do is to go to sleep, and even this refuge is usually denied him. If there are degrees in human folly, surely that must be in the superlative which would shut up a troop of little children in a close room six hours a day and compel them to be perfectly still, on pain of chastisement, while there is not a single thing for them to do, nothing to interest mind or heart. If, then, teachers will persist in trying to impart a knowledge of the alphabet, by the exclusive use of the old dreary monotonous repetition, a-b-c, let object lessons be added to the exercises, by all means. It will shorten the time necessary for the mastery, by at least one-half.

N. Bateman's Report.

OFFICIAL DEPARTMENT.

TO SCHOOL VISITORS:

GENTLEMEN: Blank forms for the reports of district committees, to school visitors, and also for the returns of school visitors to the superintendent of common schools, have been sent by mail, directed to the acting school visitors of the different towns in the State. Where no acting school visitor

has been appointed, the package of blanks should be received by the chairman or clerk of the board of visitors. Accompanying each package is a stamped envelope, directed to the superintendent of common schools, for the return of the visitors' blank.

The questions in both forms are made distinct and definite as possible, and include those facts which the law requires should be annually reported.

It is believed that the best interests of each district require these reports to be made. They are certainly necessary to guard the State against a misapplication of the public money. The law is imperative on this point.

In paragraph 101, page 34 of compilation of 1860, and paragraph 99 of compilation of 1860, it is provided that no district or town shall draw public money unless said district or town makes the returns required by law.

The law requires every teacher in any common district school to make out a certified abstract which must contain many of the facts required in the reports of district committees. The blank forms are sent out early in the year, that they may be in the hands of the district committees before the winter schools close. School visitors are requested to give early attention to the distribution of the district blanks where it has not already been done; and also to preserve the form for school visitors, and fill up the blanks next September, so as to make the returns complete.

Great trouble is experienced in the superintendent's office on account of gross blunders or imperfections in the returns of school visitors.

Thus, in a report received from one of the towns in Tolland county, the acting school visitor reports the average length of winter schools as 273 weeks, and the average length of summer schools as 240 weeks, and also that the average wages of male teachers is \$359 dollars per month, and of female teachers as \$265.66 per month, while the whole amount paid in the town for teachers' wages is reported as only \$2,313.30.

In one report, the number of districts reported as having a

district library, is four, and the aggregate number of volumes in all the libraries, as one!

These errors and omissions can only be corrected so as to render the statistics of common schools complete, by great labor and consequent delay at the superintendent's office.

In addition to the information conveyed in the reports from the district committees, the school law makes it the duty of the school visitors to visit personally the schools under their charge, to examine the school registers, and matters touching the school-house, library, studies, discipline, mode of teaching, and improvement of the school. Any facts of importance relating to them or other school matters, can be incorporated in the report of the board of visitors.

DAVID N. CAMP,

Superintendent of Common Schools.

NEW BRITAIN, Feb. 15, 1861.

STORY FOR YOUTH.

THE DISINTERESTED BOY.

THE sun had set, and the night was spreading its mantle over hill-top, and valley, and lonely wood, and busy village.

While the winds were beginning to sweep through the trees, lights were here and there peeping through the windows, to tell that, though the wind was cold and blustering without, there might be peace and comfort within.

At this hour, Mr. Bradley passed through a little village among these hills, and urging his horse forward as the night became darker, took his way through the main road toward the next town, where he wished to pass the night. As he passed the last house in the village, he thought he heard some one call; but, supposing it might be some boy shouting to another boy, he thought little of it. He heard the call again and again; at last, it occurred to him that some one might wish to speak to him, and he stopped the pace of his horse, and looked behind the chaise to see if he could discover who was calling.

"Stop, sir, stop!" said a little boy, who was running with all his might to overtake him.

Mr. Bradley stopped his horse, and a little boy of eight or ten years came up, panting at every breath.

"Well, my little fellow, what do you wish for?" said Mr. Bradley. "You are losing your trunk, sir," answered the boy, as soon as he could speak. "And so you have run all this way to tell me of it, have you, my good boy?" "Yes, sir."

Mr. Bradley jumped out of his chaise, and saw that his trunk, which was strapped underneath his carriage, was unfastened at one end, so that a sudden jolt might have loosened it altogether, and he have lost it without knowing where it had gone. "You are very kind, my little lad," said the gentleman, to take all this trouble; you have saved me from losing my trunk, and I feel much obliged to you. And now, are you tall enough to hold my horse while I fasten the trunk as it should be?" said Mr. Bradley. "O yes, sir," said the boy, stepping up, and taking hold of the bridle." He held the horse till Mr. Bradley was ready to start, and then said, "Good night, sir," and stepped away.

"Stop a moment," said Mr. Bradley, taking a shilling from his pocket; "here is a piece of money to pay you for your trouble, and I feel very grateful beside."

"No, sir, thank you," said the boy, casting his eye full in the gentleman's face; "do you think I would take money for such a thing as *that*?"

"Ah! said Mr. Bradley, as he afterwards related the story, I saw by his noble look that he had run from one-half to three-quarters of a mile, for the sake of doing a kindness to a stranger, and not for the hope of pay; and I could not find it in my heart to urge him to take the money; for I knew that the thought of doing good was a greater reward to him than money could have been. So I bade him 'good night,' and he ran toward home; while I gave whip to the horse, and again rode briskly on; but I often think of that journey, and the noble hearted boy who lived among the hills."

LOCAL AND PERSONAL.

HARTFORD. We are very happy to learn that the teachers of this city have organized an Association for mutual and professional improvement. A. Morse, Esq., is President and Mr. George Fillow, Secretary. The Secretary has kindly furnished us with the following minutes of one of the meetings,—from which the character of the exercises may be inferred:

February 4th, 1861. The Association met at the High School building, at 7½ o'clock, P. M. The meeting was called to order by the President, and the minutes of previous meeting and the constitution were read by the Secretary.

Addresses of ten minutes each were made as follows:

By Mr. Morse, on the "General interests of the Association."

By Mr. Fillow, on "The necessity of an Association."

By Mr. Barrows, on "Duties of Parents and Teachers."

By Mr. Curtis, on "Composition."

After a brief recess, the following question was presented for discussion: "How shall truthfulness be secured in children?"

Mr. Curtis responded that there was no patent method to make children truthful. As means to secure the desired results, he named "Prayer," by which to secure the grace of God; "Persistent kindness," "Persuasion," and "Line upon Line."

Mr. Morse followed with a few remarks of the same general bearing. Ex-Governor Seymour made a few encouraging remarks, expressing his interest in the objects of the meeting, and promising his cooperation. A few remarks were also made by Judge Barbour.

We learn that the Hon. Francis Gillette, Acting School Visitor, and a firm friend of common schools, gave an excellent address at a subsequent meeting. Most heartily do we wish our friends in Hartford the highest rewards for their noble efforts to advance the interest of the teacher's profession and the good of schools.

GOOD. The citizens of the West district in Hartford, recently voted to furnish their school with a piano, a library and a gymnasium,—all on a liberal scale. Richly will they be rewarded for this movement. School will be made more attractive and profitable. We congratulate Mr. Fillow, the efficient Principal of the school, and his associates, in having their "lines fall" in such a district. With such encouraging cooperation, they will feel "brave to dare and strong to do." In many respects, this district may be considered a model, ever ready to do cheerfully and harmoniously whatever may be for the good of the school.

EAST HARTFORD. The people at the center have erected a very neat and commodious building for the accommodation of their schools. The higher department is under the charge of Mr. Camp, and a brief visit gave us favorable impressions of both teacher and school. The primary department was quite large and is, apparently, well conducted by Miss Bidwell. We rejoice that the people have erected so good a house and secured good schools for the youth.

WEST HARTFORD. Within the last year much has been done to awaken an interest in behalf of schools and the results are very encouraging if not entirely satisfactory. The Acting Visitor, W. Storer, Esq., has been unwearied in his efforts. The school visitors, teachers and district committees hold frequent meetings for mutual consultation, discussion and improvement. It was our pleasure to be present at one of these meetings at the residence of Mr. Briggs. Good must result from them. In company with the Acting Visitor, we spent an afternoon very agreeably in visiting the schools of Misses Bushnell, Washburn and Briggs. We were surprised, as well as sorry, to find the school-house at the center district far inferior to either of the others,—and by no means such as we might expect to find in a district of so much wealth. A good school-house and graded school would prove of great advantage to this pleasant village, and make it far more eligible as a place of residence. As an investment, it would prove highly remunerative. Considerate people will not locate in a village whose school interests are neglected.

EASTBURY, or EAST GLASTENBURY. At this place we recently met a large number of the parents and pupils. A short call at two of the schools satisfied us that the people here are more willing to improve their schools than they are in many other places of much larger size and means. The schools of Messrs. Hotchkiss and Treat, though not large, appeared orderly and industrious. In the Rev. Mr. Snow, the teachers, pupils, and parents find an earnest and judicious friend.

WESTVILLE. The districts here have recently been consolidated, and we feel assured that the people will soon take measures to establish a true graded school and erect a house every way worthy. A village so pleasantly situated and so near the flourishing city of New Haven, can hardly afford to have schools of a secondary character. In the Acting Visitor, L. W. Peck, Esq., and his associates, the cause of popular education will not suffer. We are glad to learn that our friend, Mr. John F. Peck, late of Greenville, is doing a good work in Westville. The village is admirably located for the establishment of a graded school.

NEW HAVEN. Having a few moments of leisure, we called at the Dixwell School now under the charge of Mr. J. F. Whitmore, who has, for several years, been a highly successful teacher in New Haven schools. We were highly pleased with the general appearance of his department. While all the rooms were in good condition, we were particularly pleased with the departments under the charge of Misses Mather and Lewis,—perhaps because most of our time was spent in their rooms.

NAUGATUCK. At this place a graded school was established several years ago, and an excellent house, with three departments, was erected. It was for several years under the charge of Henry Sabin, Esq., now a teacher at Middletown Point, N. J. Under his care it gained and sustained a high rank. Mr. Hubert H. Johnson is now the Principal, assisted, in the upper department, by Miss Shepherd, and in the lower grades by Misses Scott and Shepherd. We spent most of an afternoon in the upper department, and were highly gratified with all that we saw and heard. The school appeared to be active, and the relations existing between pupils and teachers were of the most pleasant and kindly nature. All the departments appeared well, and we congratulate the people of this pleasant village in having schools of so good an order. It is an interesting fact that all of the present teachers pursued most of their preparatory course in this school.

ANSONIA. There is here a large graded school under the charge of Mr. N. C. Pond, assisted in the various departments by Misses Campbell, Graves, and Fairfield. The several rooms appeared in excellent order. Most of our stay was in the upper department where we listened to some very satisfactory recitations. We were particularly pleased with the general order of the pupils and the very happy relations existing between teacher and pupils. We were glad to learn that Mr. Pond's services are highly appreciated.

In company with Messrs. Lindley and Smith of the Committee, we spent an hour very pleasantly in the graded school at Birmingham, of which Mr. F. Durand, is the worthy principal, assisted by Misses Elton, Peet, Matthews and Chapman. The several departments appeared well. The school-house accommodations at this place are not as good as those of Ansonia. Mr. Durand's teaching was not confined to the letter of the text-book, but he tested his pupils by numerous and pertinent practical questions. Such teaching will make intelligent pupils.

CONVENTION OF PUTNAM TEACHERS. "Pursuant to notice, an

association of teachers and the friends of education, of Putnam and vicinity, were convened at the house of Judge Seamans, Monday evening, January 21st, for the purpose of awakening a greater interest in, and elevating the standard of our common schools.

All the districts in the town were represented,—excepting No. 1, together with several districts in the surrounding towns. The Rev. W. C. Walker was called to the chair; and the welfare of our schools, the different modes of discipline, and the method of teaching the various branches, became the subjects of an animated discussion. Among other points of interest was the consolidation of the central districts and the establishment of a graded school, which, it was thought, would greatly increase the prosperity and enhance the interests of this flourishing village. The subjects of reading, spelling and mathematics were considered in connection with the improved modes of imparting instructions therein; also, the importance of requiring all children of suitable age to attend school. Finally, the chairman asked the question, "How many of those present had introduced the 'new fangled notion' which the old lady advanced as the cause of withholding her son from school, which upon inquiry proved to be the all-important branches of declamation and composition." The meeting adjourned to re-assemble Monday evening, February 18th."

A. G. WARNER, Secretary.

NORMAL SCHOOL. The next term of this institution will commence on Wednesday, April 17th, and continue thirteen weeks. Those desirous of entering the school should make early application to Hon. DAVID N. CAMP, New Britain.

PENNSYLVANIA COMMON SCHOOLS. From the late report of Hon. Thomas H. Burrowes, State Superintendent of the schools, we get the following statement of interesting particulars respecting the Common Schools of the State.

| | | | | |
|---|---|---|---|---------|
| Whole number of Common Schools, | - | - | - | 11,577 |
| Whole number of Pupils, | - | - | - | 585,669 |
| Increase of 1839, | - | - | - | 10,418 |
| Whole number in 1860, including Philadelphia, | - | - | - | 648,414 |
| Whole number of Teachers, | - | - | - | 13,003 |
| Whole number in 1860, including Philadelphia, | - | - | - | 14,065 |
| Whole number of Male Teachers, | - | - | - | 8,171 |
| Whole number of Female Teachers, | - | - | - | 4,832 |
| Average length of school term, two months, five and a half days. | | | | |
| Average cost of each pupil per month, including teachers' salary, | | | | |
| fuel and contingencies, | - | - | - | 56 cts. |

| | | |
|--|-------|--------------|
| Salaries of Male Teachers, per month, | - - - | \$24.20 |
| Salaries of Female Teachers, per month, | - - - | 18.11 |
| Average number of mills on the dollar, School Tax, | | 5.43 |
| Total State Appropriation for 1860, | - - - | 280,000.00 |
| Cost of tuition, fuel and contingencies, | - - - | 1,652,128.03 |
| Cost of purchasing, building, renting, and repairing houses, | | 448,447.28 |

Our thanks are due to Hon. Anson Smythe, Superintendent of schools of the State of Ohio, and to Hon. E. P. Weston, Superintendent of the schools of Maine for copies of their excellent reports. We shall notice them more particularly in our next.

A. Parish, Esq., of Springfield, Massachusetts, will please accept our thanks for a copy of the report of the schools of that city. It is an excellent report, and we have marked an extract for our next number.

ILLINOIS. Most cordially do we thank Superintendent Bateman for the third Biennial report of the schools of this flourishing state. It is a document of 132 pages, and every page abounds with sensible and practical suggestions. We have never perused any similar report with such entire satisfaction and delight. With a knowledge-tempered zeal, Mr. Bateman so clearly and forcibly discusses the several topics of his report as to compel the reader to assent to his several positions. His remarks on Primary Instruction, Teachers' Institutes, Ventilation and School Architecture are eminently sensible and truthful. We wish they could be perused by every teacher and parent of the land. Such views widely disseminated would prove blessings indeed. We have made a long extract from the article on Primary Instruction for our present number. Let no one pass it by on account of its length. Every sentence is worthy of perusal and remembrance. If every one of our subscribers will carefully read that article and let its influence be felt and manifested in his future efforts, it will prove worth a hundred fold the amount of our year's subscription. Verily we begin to feel that the time for the true instruction and elevation of our elementary schools draweth near.

From the statistical part of Mr. Bateman's report we gather the following:

| | | |
|--|-------|---------|
| Whole number of Common Schools, | - - - | 9,162 |
| Number taught exclusively by male teachers, | - - - | 3,633 |
| Number taught exclusively by female teachers, | - - - | 1,916 |
| Whole number of pupils in attendance at all the schools, | | 472,247 |
| Number of male teachers, | - - - | 8,223 |
| Number of female teachers, | - - - | 6,485 |

| | |
|--|------------------|
| Number of persons between the ages of five and twenty-one, | 546,194 |
| Average number of months schools have been kept, - | 6 $\frac{9}{16}$ |
| Number of school-houses, - - - - | 8,221 |
| Number of school-houses erected during the year, - | 557 |
| Number of district school libraries purchased, - - | 738 |
| Highest monthly wages paid to male teachers, - | \$180 |
| Highest monthly wages paid to female teachers, - - | 75 |
| Amount raised by district tax for school purposes, - | 1,265,137 |

NEW LONDON. BARTLETT HIGH SCHOOL. The semi-annual examination of this school took place the 14th and 15th of February. Classes were examined in Arithmetic, Grammar, Physical Geography, Algebra, Philosophy and Rhetoric, English History, Navigation and Surveying, Book Keeping, and Latin and Greek. We were able to be present only a part of the last day. But we heard the examination spoken of as very good. The classes in arithmetic, algebra and Virgil, which we heard, gave evidence of careful and thorough drill in that part of these studies, which they had taken up. The class in physical geography had made a good beginning, but were not always correct in their statements. The essays and declamations were very good. While listening to the son of our old friend, H. Willey, Esq., we could not help but think that the father, with all his skill and eloquence in debate, was in some danger of being eclipsed by his son. We were pleased to meet at the examination, the acting visitor and committee of the other High School, with other friends of education. The citizens of New London may well be proud of their High Schools. They can not be too watchful of the interests of these institutions. c.

WATERBURY. We found the higher department closed on account of the illness of Mr. Lewis, Principal. We made brief calls at the rooms under the charge of Misses Russell, Judd and Blackman,—all of which appeared in good order. Miss Russell's department was quite full, and though there were many large boys, all were orderly in appearance.

In the old Catholic Church we found two very large schools. The upper department was under the charge of Mr. John Gaffney, assisted by Miss Slater. Mr. Gaffney is doing a good work,—though laboring to much disadvantage for want of a better room. In the lower department, the Misses Slater, three sisters, have a host of children, for whose good they are laboring earnestly and faithfully.

APOLOGY. The present number has been prepared under disadvantageous circumstances. Copy was expected from the monthly

Editor, but for some cause, unknown to the Resident Editor, it was not received, and at a very late day he was under the necessity of providing for the number.

TO SUBSCRIBERS. But very few of our subscribers have yet paid for the current year. Most of them may find it as convenient to remit at one time as another, and such will confer a great favor by remitting at an early day. Thus far our payments have far exceeded our receipts. Reader, if perfectly convenient, will you please forward the dollar,—if you have not already done so? If not convenient we will wait patiently.

Rev. L. Burleigh will edit the April number.

BOOK NOTICES.

THE POLITICAL MANUAL; Being a complete view of the Theory and Practice of the General and State Governments of the United States. Adapted to the Colleges, Academies and Schools. By E. D. Mansfield, late Professor of Constitutional Law. New York: A. S. Barnes & Burr. 12mo., 347 pp.

If the publication of this book shall tend to secure more attention to the important subjects of which it treats, we shall be glad. We have long felt that the youth in our schools should be instructed in the principles of our government. Other branches may be more fashionable, but certainly not more useful or of greater practical importance. The book before us seems to be just what is wanted for our schools, and we hope it may receive, as it merits, a large sale. It is an excellent book for reference and should be in every family.

ANALYTIC ELOCUTION; an Analysis of the Powers of the Voice, for the purpose of expression in speaking. Illustrated by copious examples, and marked by a system of Notation. By J. C. Zacos, A. M. New York: A. S. Barnes & Burr. 12mo., 320 pp.

This will prove a very valuable book not only for school use, but for the student who is, by his own efforts, endeavoring to perfect or improve himself in the interesting science of Elocution. The subjects treated are "Orthoepy, Articulation, Pronunciation, Impediments in Speech, The Sentence, Scanning, Rhythm and Movement, Inflection, Stress, Force, Emphasis, Gesture," &c.

THE STUDENT AND SCHOOL MATE. This very attractive monthly is published by Galen James & Co., Boston, for \$1 per year. It is a capital work for children, and should be in every family. William T. Adams, author of the Oliver Optic books,—and an eminent teacher in one of the Boston schools,—is the editor. He is an exceedingly popular writer for the youth.

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